First Grade Pacing Module 4 *with Suggested Modifications* **Key**

Optional Lesson

Extension Lesson

Remedial Lesson



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| Standards | Topic and Objectives | |  |
| **1.NBT.1**  **1.NBT.2**  **1.NBT.5** | A | Tens and Ones  Lesson 1: Compare the efficiency of counting by ones and counting by tens.  Lesson 2: Use the place value chart to record and name tens and ones within a two-digit number.  Lesson 3: Interpret two-digit numbers as either tens and some ones or as all ones.  Lesson 4: Write and interpret two-digit numbers as addition sentences that combine tens and ones.  Lesson 5: Identify 10 more, 10 less, 1 more, and 1 less than a two-digit number.  Lesson 6: Use dimes and pennies as representations of tens and ones. | **Days: 5**  Replace Lesson 1 with “[Counting Collections](https://www.teachingchannel.org/videos/counting-by-ten-lesson)”. Use as formative assessment for this module.  **Extension Lesson 6,** Coins is not a 1st grade standard |
| By the end of Topic A, your students should be able to:   * Represent numbers to 40 in multiple ways: groups of tens and ones, fingers, and cubes * Organize numbers using a place value chart * Identify 1 more, 1 less, 10 more and 10 less than a given number   Snapshot Assessment 1.NBT.2 Problems 1-3. Snapshot Assessment 1.NBT.5 Problems 1-2  Example: Example: | | | |
| **1.NBT.3**  **1.NBT.1**  **1.NBT.2** | B | Comparison of Pairs of Two-Digit Numbers  Lesson 7: Compare two quantities, and identify the greater or lesser of the two given numerals.  Lesson 8: Compare quantities and numerals from left to right.  Lessons 9–10: Use the symbols >, =, and < to compare quantities and  numerals. | **Days: 3**  **Extension Lesson 7**, concept development and problem set involves coins |
| By the end of Topic B, your students should be able to:   * Use symbols for greater than (>), less than (<) and = within 40 * Label quantities being represented from left to right   The Snaphsot Assessments for 1.NBT.3 can be modified to fit within 40 or wait to use them until Module 6. | | | |
| **1.NBT.2**  **1.NBT.4**  **1.NBT.6** | C | Addition and Subtraction of Tens  Lesson 11: Add and subtract tens from a multiple of 10.  Lesson 12: Add tens to a two-digit number. | **Days: 2** |
| By the end of Topic C, your students should be able to:   * Use equations to add tens onto a two digit number within 40 (ex. 23 + 10 = 33) * Subtract multiples of ten from a multiple of ten   **Snapshot Assessment 1.NBT.4 Problems 1-2 Snapshot Assessment 1.NBT.6 Problems 1-2**  Example: Example:    *Students will have further experience with this in Module 6.* | | | |
| *3 Days for Remediation, Enrichment, Mid-Module Assessment*  **Suggested Tasks:**  [Graham Crackers](http://gfletchy.com/graham-cracker/) : This task explores relationships of tens within a package of Graham Crackers. It follows a 3-Act Math Task. **(30 minutes)**  [Nina's Numbers](http://schools.nyc.gov/NR/rdonlyres/B8F6F552-ED31-498A-A1B6-4AA86018FE5D/0/NYCDOEG1MathNinasNumbers_Final.pdf) : This task involves critical thinking on making the “largest” and “smallest” two-digit numbers, and the relationship between tens and ones. **(40 minutes)** | | | |
| **1.NBT.4** | D | Addition of Tens or Ones to a Two-Digit Number  Lesson 13: Use counting on and the make ten strategy when adding across a ten.  Lesson 14: Use counting on and the make ten strategy when adding across a ten.  Lesson 15: Use single-digit sums to support solutions for analogous sums to 40. | **Days: 2**  **Remedial Lesson 13**, this has already been practiced in Modules 1-2. |
| By the end of Topic D, your students should be able to:   * Add a two digit number to a one digit number using the make ten strategy (ex. In 27 + 5, students will break apart the 5 to be 3 and 2. 27 + 5 = 27 + 3 + 2, 30 + 2 = 32) | | | |
| **1.OA.1**  **1.NBT.4**  **1.NBT.6** | E | Varied Problem Types Within 20  Lesson 19: Use tape diagrams as representations to solve *put together/take apart with total unknown* and *add to with result unknown* word problems.  Lesson 20: Recognize and make use of part–whole relationships within tape diagrams when solving a variety of problem types.  Lesson 21: Recognize and make use of part–whole relationships within tape diagrams when solving a variety of problem types.  Lesson 22: Write word problems of varied types. | **Days: 3**  **Remedial Lesson 20,** Replace lesson with [20 Tickets](http://www.illustrativemathematics.org/illustrations/1152) Problem Solving (30 minutes)  **Extension Lesson 22,** this can be given to above level students for independent work. |
| By the end of Topic E, your students should be able to:   * Solve word problems involving numbers within this module * Represent problems using tape diagrams   **Snapshot Assessment 1.NBT.4 Problems 3-4 Snapshot Assessment 1.NBT.6 Problems 3-4**  Example: Example:    **\*\**Change numbers to be within 40, if desired*** | | | |
| **1.NBT.4**  **1.NBT.6** | **F** | **Addition of Tens and Ones to a Two-Digit Number**  Lesson 23: Interpret two-digit numbers as tens and ones, including cases with more than 9 ones.  Lessons 24–25: Add a pair of two-digit numbers when the ones digits have a sum less than or equal to 10.  Lessons 26–27: Add a pair of two-digit numbers when the ones digits have a sum greater than 10.  Lessons 28–29: Add a pair of two-digit numbers with varied sums in the ones. | **Days: 5**    **Extension for Module 4,** students will revisit this in Module 6. Only use if students are ready. |
| By the end of Topic F, your students should be able to:   * Add two- digit numbers (25 + 23), where students can add the ones with the ones and the tens with the tens | | | |
| *3 Days for Re-Assessment, Remediation and Enrichment* | | | |
| ***Total Instructional Days: 26*** | | | |

**Links Used:**

Module Assessments: <https://www.engageny.org/resource/grade-1-mathematics-module-4>

Counting Collections: <https://www.teachingchannel.org/videos/counting-by-ten-lesson>

Graham Crackers: <http://gfletchy.com/graham-cracker/>

20 Tickets: <https://www.illustrativemathematics.org/content-standards/tasks/1152>

Nina’s Numbers: <http://schools.nyc.gov/NR/rdonlyres/B8F6F552-ED31-498A-A1B6-4AA86018FE5D/0/NYCDOEG1MathNinasNumbers_Final.pdf>